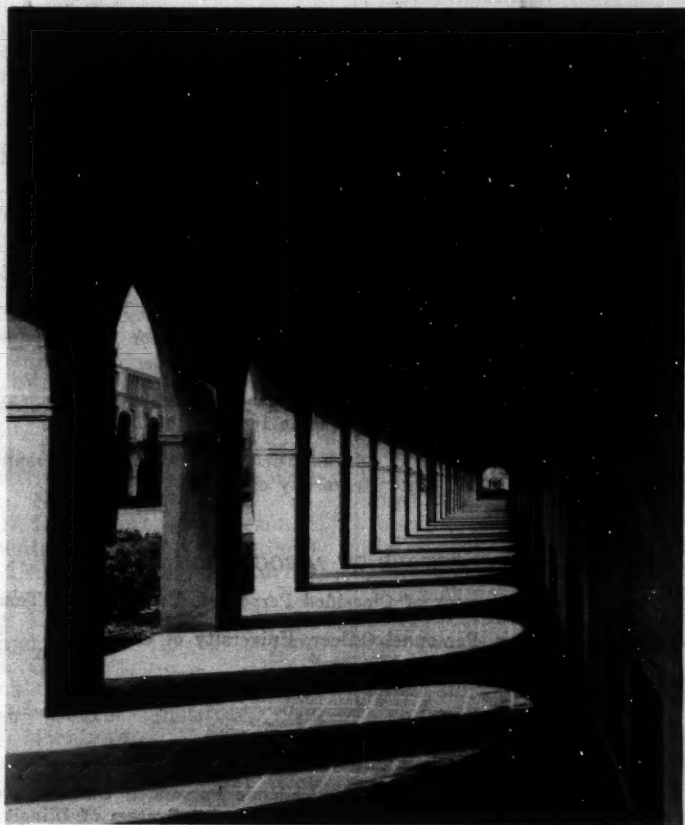


# CUPA JOURNAL

Volume 8

1956-1957

Number 1



*Arcade of Kerckhoff Laboratories of Biological Sciences  
California Institute of Technology*

A PUBLICATION OF THE COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

## **C U P A JOURNAL**

A Publication of the  
College and University Personnel Association

809 South Wright Street

Champaign, Illinois

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CUPA JOURNAL is published four times each year by the College and University Personnel Association. Editorial offices and office of publication: 1205 West California Street, Urbana, Illinois. Subscription rates: Free to members of the Association; \$1.00 per year for libraries.

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#### Our Cover

The California Institute of Technology, as it has been called since 1920, developed from a local school of arts and crafts, founded in Pasadena in 1891 by the Honorable Amos G. Throop and named, after him, Throop Polytechnic Institute. The Institute contained, during its first two decades, a college, a normal school, an academy, and, for a time, an elementary school, and a commercial school. It enjoyed the loyal support of the citizens of Pasadena.

In 1908, the Trustees decided to separate the elementary department, the normal school, and the academy, leaving only a college of technology which conferred Bachelor of Science degrees in electrical, mechanical and civil, engineering.

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American Association of  
Industrial Editors

## FROM THE EDITOR'S CORNER . . .

At the meeting of the Executive Committee in Ithaca, your Editor was asked to poll the membership regarding format and content of CUPA JOURNAL, with the thought of making our publication one that would be the most helpful and would be of the type which, in the opinion of the majority of the members of the Association, would best fit our needs.

As a result, a questionnaire went out to you early in September, and as of October 1, 146 replies have been received. The Editor has studied these carefully. They would indicate that:

1. You prefer to have CUPA JOURNAL printed. (122 - yes; 15 - no)
2. Most of you are proud to show it to your colleagues. (132 - yes; 2 - no)
3. Most of you would show it to a possible contributor to encourage him to write for the publication. (136 - yes; 2 - no)
4. Most of you felt the type size was satisfactory. (121 - yes; 21 - should be larger) Approximately the same number felt that they would rather have a smaller type size than have to reduce the amount of copy in each issue.
5. Most of you felt that four issues a year were satisfactory. (128 - yes; 15 - no). However, it seemed to be the feeling from additional comments that more issues would be desirable, if funds were available.
6. The distribution of material during the past year seemed satisfactory to the majority. (113 - yes; 26 - no). However, of the total replies, 21 persons indicated that a 50-50 distribution would be preferable.
7. The majority of you felt that articles by our own members regarding college and university personnel problems were preferable to those written on basic principles of personnel administration by authorities in the personnel field but outside of the Association. (99 - yes; 39 - no)
8. The question on whether or not an issue devoted primarily to one phase of personnel administration would be desirable brought the closest vote. (47 - yes; 54 - no)

The Editor has made a listing of all phases of personnel administration on which our members indicated they would like material published, and will send it to those persons who indicated their willingness to prepare material for future issues with the hope that it will provide suggestive topics.

Thank you for your interest and prompt return of the questionnaires. By working together we can make CUPA JOURNAL truly the Association's publication.



# A Consultant Looks At College Personnel Administration

E. J. BOFFERDING

*"The personnel administration field in colleges and universities during the next decade will be a challenging one and can be a rewarding one. . . . Your function has never before, in college administration, been faced with such a challenge, nor has there previously been such an opportunity for you to demonstrate the value of your service."*

As all of you know only too well, a system for personnel administration does not exist as an end product in itself. It is merely one of the tools or organizational devices for total administrative effort. Therefore, in looking at college and university personnel administration for evaluative purposes, it is necessary to look at the total administration of these institutions.

Two generations ago even the greatest universities in our country were small in size and simple to manage. The community of scholars was self-governing, with little need for a formal organization to provide specialized services to assist in the attainment of educational objectives.

Today, even the smaller institutions of higher education are relatively complicated organizations with many complex services and problems. The larger univer-

sities now approach the complexity of our giants of industry. The value of the physical plant, the size of the operating budgets, and the amounts of endowment and investment run as high as several hundred millions of dollars. With the now generally accepted prediction that enrollment of students will double in the next fifteen years, the growth of our colleges and universities during this period will make past growth in any similar period seem insignificant. It seems reasonable to assume, therefore, that the problems of management in our colleges and universities will become more, rather than less, complex.

Since the colleges and universities have grown from the self-governing community of scholars to their present complexity in a relatively short span of time, there is little wonder that there has been a lag in the development of the full managerial skills adequate to cope with the administrative problems involved. In effect, the colleges, from a management standpoint, are going through a period which is in many respects similar to the

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Mr. Bofferding is a Partner in Cressap, McCormick, and Paget. This article is a copy of the paper which he presented at the Tenth Annual Conference of the Association, on August 6, 1956.

industrial revolution experienced by industry as the means of production became more technical. While management changes to cope with new conditions should be slower in the colleges than in industry, there appears to be a slowness in many quarters to recognize the changed conditions of management in the colleges which require changes in administrative techniques to deal with them.

There are two fundamental reasons why managerial changes in general should be less abrupt in the colleges. First, and by far the most important, they exist to search for and impart truth, to train minds, and to develop values. The principal resources needed to realize these goals are good teachers and sound, fundamental research. Physical plant, equipment, service functions and staff services, while important, are secondary factors in the over-all situation. Management changes, therefore, have to be weighed carefully to be certain they do not impede the fundamental goals.

Secondly, administrative changes are not spurred on by the economic consequences which automatically occur in industry. Failure to recognize and adopt significant management techniques in industry may result in an economic disadvantage which in a relatively short time can mean lack of ability to compete and stay in business. This constant economic weeding out of the less fit is a tremendous factor in spurring the rate of change and in receptivity of management to technological development. The fact that it does not occur, or at least occurs only to minor degree, in college administration, creates an atmosphere that often slows change.

In view of this, how has college

and university administration fared? Generalizations are always risky, but time does not permit, nor does ethical client relationships allow, a detailing of case histories of over some seventy management studies which we have made of institutions of higher education. Although there are the expected extremes, the general average of management of these complex institutions is behind their counterparts in industry, as well as similarly sized public service agencies of a nonprofit character. While there are many encouraging signs that good management and sound administration are coming of age in the field of higher education, the general pace does not seem to be rapid enough to generate a feeling of well being when the burden of the next fifteen years is contemplated.

But what effect has this development had on the function of personnel administration? Very substantial effect, but not toward its development and use as a primary tool of administration. The effect has been rather one of questioning the need for the function, or limiting its degree of application, or tolerating it on a semi-starvation diet. Again, there are the notable exceptions to this generalization, but these exceptions are notable because they include so few. In summary, the function of personnel administration has not yet gained acceptance to the degree that it provides the contribution to administration it can and should make. Otherwise, how can you account for the number of colleges and universities, some of substantial size, which lack such basically accepted practices in industry as:

*A sound program of employee relations*

## A CONSULTANT LOOKS AT COLLEGE PERSONNEL ADMINISTRATION

*A continuous system for organization planning*

*Staffing schedules geared to work load measurements*

*A classification of positions related to real grade level differences*

*A compensation plan based upon current labor market conditions*

*Minimum standards for selection*

*Basic studies of employee morale related to turnover and job satisfaction*

*Employee performance ratings which provide a real incentive toward good work and at the same time effectively weed out the misplaced*

*An effective employee promotional system*

*Studies of productivity*

*Studies of absenteeism*

*Supervisory training programs*

*A management development program*

These are only a few of the personnel functions, but many of these, plus even more fundamental ones, are lacking from the administration of many colleges and universities. I will not ask which of you has a personnel office which serves equally both academic and nonacademic employees, since such an acceptance of the value of the function is indeed a rarity. My only point here is that the personnel function in the colleges has so far had limited acceptance as a principal contributor to good management. As a result, it has generally been restricted in scope and underfinanced. It is the one area in our college studies where we have almost always recommended larger expenditures in order to achieve improved over-

all management.

But now to a key point — what is being done about this state of affairs? Here I am indeed sorry to report, the answer is too little and too late. In our dealings with the governing boards and top administrators of the colleges and universities, there has been a noticeable lack of understanding of the administrative value which you people have to offer.

If we take the major staff services that are commonly found in most university administration — those of accounting, personnel administration, budgeting, financial control, planning, and organization and methods analysis, we find widely varying degrees of acceptance and common usage. In general, accounting and financial control activities are universal and widely accepted. The functions of budgeting and planning have varying degrees of actual performance, but are widely accepted in principal. Personnel administration and organization and methods services, however, secure the least degree of acceptance in both actual practice and as recognized and needed management services. If this be true generally, and certainly our experience has substantiated it, then what should be done to improve the situation? I have a number of suggestions I would like to submit for your consideration. These suggestions include the following:

1. Your professional association, which is meeting here today, can be of material assistance in securing top administrative appreciation of the benefits to be gained in improved management from proper performance of the personnel activities. Your association can do this in a number of ways.

The first would be by a clear

definition of the various phases of the personnel activity which should be conducted in colleges and universities, based upon the size and scope of activities in each institution. Such a definition of the personnel functions would describe clearly the content of each part of the personnel function, the probable staff cost by size of institution to carry out this activity, and examples of where each of the activities cataloged is being performed, with an evaluation of the benefits derived from them. In compiling such a catalog of the personnel functions for college and university administration, frequent use should be made of comparable cost comparisons with industry, as well as other major nonprofit institutions. From this, I would hope that you could begin to derive some rough staffing standards for personnel functions which would prescribe desirable personnel levels based upon the number and type of employees served. Until some such useful and recognized standards are developed, the personnel function as a staff service will have a hard time competing for the limited available funds.

2. After help from your association in pointing out the desirable elements of a college or university personnel system, I think a little self-study would be in order. Each of you could then study your own activities, to see which of them were being performed to the full extent, which were performed in part, and which were not performed at all. By careful case studies over a period of time, you should be able to develop problems which have arisen from part-performance or from nonperformance of essential personnel functions. The pointing out of the problems would not be enough, however. It

would be necessary also to define clearly what the nonexistent services would have been able to do to correct or alleviate the problem involved. In many cases, it might involve a sample or trial testing of what might be done by other needed services not yet available to improve the management process.

3. At this stage, if you have studied your problems carefully and have made a good case on sample studies, your case for the maximum contribution to improved management should have been made. However, the budget process does not work quite that simply. As you all know, you have to keep blowing your own horn to stay in the competition for the limited funds available. I might say that I am continuously surprised how modest you people are. I can describe it as nothing but hiding your light under a bushel, because of the modesty with which you present your cases for taking on sound management practices which have existed in industry, and been thoroughly accepted for years. I don't want to imply that you should take on a degree of aggressiveness which should get your services thoroughly disliked, but I do think, as a staff person, you have a responsibility for continuously and repeatedly calling to the attention of your administrators the benefits to be gained from a sound system of personnel administration which you are equipped to administer and which, in many cases, requires only top administrative approval and backing to be carried out. However, you do need to correct in the minds of your administrators the idea that the personnel function can be carried out by almost anyone. Specially trained and experi-



## A CONSULTANT LOOKS AT COLLEGE PERSONNEL ADMINISTRATION

enced people capable of broad gauged thinking are required, especially if you are to play any part in the academic personnel field.

4. As a final step in gaining greater acceptance of your function, you should seek appropriate publicity, particularly about the results of your case studies described in step number two. Such publicity could take the form of articles, case studies or reports on experiences, using those publications most likely to come to the attention of your governing boards and top administrators. This final step could be aided considerably by a series of recognition awards from your association for outstanding articles.

In the next fifteen years, while the colleges are doubling in size, a degree of advanced planning will be required, if the major pitfalls are to be avoided, such as has never previously existed. The success of the college during this period will depend more upon the quality of its administrative staff than upon the funds available to it. Therefore, to a significant degree, the success or failure of college administration during this growth will be right in your laps. The degree to which your officers are equipped to recruit, train and develop qualified personnel, and to assist in organizing them into effective management units, will play a large role in determining how effectively the colleges can meet the greatest test which they have yet encountered. Particularly needed will be programs for executive development to enable the colleges to develop the managerial skills which will be essential for successful administration during

this period of rapid growth. This need also falls squarely within your jurisdictions. In our studies, we have found no other large scale enterprises where less attention is paid to the need to develop various talents or where abilities of available staff members are neglected to such a degree.

The personnel administration field in colleges and universities during the next decade will be a challenging one and can be a rewarding one. Managerial talent in this country will be an increasingly scarce commodity as our population increases and the economy expands. Estimates show our present population of 165,000,000 increasing to 220,000,000 by 1975, an increase of about 33 per cent. During the same period, the gross national product is estimated to increase from its present \$387 billion dollars per year to a rate of about \$700 billion dollars per year, an increase of almost 82 per cent. Therefore, while the colleges will be undergoing an unprecedented expansion, the balance of the economy will be expanding at an even greater rate. Thus, the colleges, already in an unfavorable position in the labor market, will be even further handicapped unless they vigorously seek out the most competent management they can obtain. To do this, they need the most capable personnel directors and the best system of personnel management which they can devise.

Your function has never before in college administration been faced with such a challenge, nor has there previously been such an opportunity for you to demonstrate the value of your service.

# The Status of Nonacademic Employees

FREDERICK MARCHAM

*"One way — and it is the only one — of ensuring satisfactory status to the nonacademic employee is to treat him as a person, a whole person of real worth."*

Universities, old and new, American and European, or wherever they may be, have been and always will be, places where men and women are keenly aware of status. In a way status is their business, for it is the purpose of universities to confer status — the status of an educated person, graduate of a university — upon those whom it teaches. The university gives at graduation, along with the parchment diplomas, many different kinds of degrees and titles and for a while at least during the graduation ceremony we have a chance to see some of the visible marks of status, the gowns and hoods and tasseled caps, the academic personnel arrayed in their various categories. From day to day, as we walk about the campus on our ordinary routine, some of the words we hear most commonly remind us of status. "The dean will see you tomorrow at 9." "Good morning, professor." "Hi, Doc."

I grew up in England where, as a child, I heard about earls and dukes, lords, and baronets. As a boy I did not blink when I read

the sports pages in the newspaper and saw the great annual cricket match between amateurs and professionals officially described — as it still is — Gentlemen vs. Players. When I came to the United States thirty-three years ago I learned quickly that status in the British sense of rank and title meant little, but I learned also that in our democratic society all persons are in another sense as much concerned about status as are the British; everyone wishes to have the same status as his neighbor, to be an equal citizen with him. "Second class citizen" is a fighting term.

In a university we are not as much concerned about status as men are in an army camp where rank and authority count for everything. But we are faced with a problem of status more acutely than persons in all other walks of life. We have the broad distinction between academic and non-academic personnel and these in turn break down into the differences between teachers and students and between the higher ranks of administration and what we are talking about today — the nonacademic employee or the staff. But if we have these distinctions, and if they are in some respects a handicap, at least for the staff, there is this to be said on the other side — a university is, or should be,

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Dr. Marcham is Goldwin Smith Professor of English History at Cornell University. This article is abridged from a paper given at the Tenth Annual Conference of the Association, August 6, 1956.

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## THE STATUS OF NONACADEMIC EMPLOYEES

above all things, a community based on understanding, tolerance and generosity. Whatever differences of status may be necessary for the efficient operation of the university should apply only insofar as they are necessary for that operation; even then they should be observed in such a way that no one has reason to suppose that he is a second-class citizen.

A student is in a sense inferior in status to a professor. The professor knows; the student does not know, he comes to the professor to learn. The professor can, if he is arrogant, manage the relationship in such a way that the student is constantly reminded of his dependence, his inferiority. The professor can, if he is wise and generous, make the student aware that he and the professor are, if not equals, at least members of a team working on a common problem—the spread of knowledge and understanding. In addition, the wise professor will make the student aware that he, the professor, is interested not merely in the development of the student's mind but in the growth of his whole personality. He will emphasize his own belief in the worth of the student as a person.

My remarks about the professor and the student indicate the key to my approach to the problem of status in the university. It is a problem effecting each of the groups and can as easily have its bad as its good effects. Though it may not seem so to the non-academic employee, the professor, the vice-president and the student sometimes think of their status and conclude that it is other than it should be. The professor may think that the university is being run by men who are not interested in education and who do not

properly appreciate his abilities and his devotion; the vice-president may think that he is being snubbed or treated with indifference by the professor because he is merely a businessman; the student may think that the university is being operated for the benefit of everyone except the student.

Thoughts such as these, reflecting the belief that one group or another has a lesser status than it is entitled to, may come from poor leadership or management on the part of the university president and his aides, or it may come from failure on the part of the group concerned to recognize and value the role it is playing in the life of the university. In my opinion nothing contributes more to the wholesome relationship of groups within a university than the personality and performance of the president. He should be a hard working man, continuously on the job, and he should make a point of knowing at first hand the work of at least some representative persons in the various groups. He does not need to be a jolly hand-skaker and party goer, but he does need a reputation for integrity, justice, and firmness. Granted these qualities, and the ability to convince others that he is the first and chief worker for the benefit of the whole, then he can create among all those who work for him and with him the notion that they are members of a team and are working towards a goal worthy of their effort. If this leadership is not given, the groups are likely to think of their separateness from one another and go on from this to become envious and dissatisfied.

They are also likely to think of their separateness and be dissatisfied with their status if each one of the groups does not clearly

understand the value of its own contribution to the life of the university and those of the other groups as well. This is easier for some groups than for others. It is most difficult for members of the nonacademic staff. But we must remember that to have a sense of the value of your own work it is not enough to be told by others that it is valuable. You, yourself, must believe it. Just as I, a professor of English history, must believe that teaching English history is an important function in a university, so the janitor in the building where I teach must think that his work is important and take pride in it. When I thank him for keeping my office clean it should merely confirm him in the belief that he is doing a good job.

I come then to my first main point which is that *all groups in the university must understand what the purpose of the university is*. They must accept the fact that it is an educational institution. It is a place where one should not look too closely for uniformity of thought and behavior, because its whole purpose is to encourage experiment and to challenge accepted ideas and practices. And though a university should be run efficiently in terms of dollars and cents, you cannot judge its efficiency by the standards of industry.

I remember driving one day along a country road which passed through some university farm land. My companion was one of the foremen of our agricultural laborers. As we passed a poor looking, swampy field, he said to me, "How much do you think that land is worth per acre?" I said, "Perhaps twenty-five dollars." He said, "No, not even as much as that. But can you imagine it? The university has spent \$800 an acre

trying to drain the darn place. Fancy working for an outfit that can waste money that way!" Obviously he confused the policies of an educational institution which was trying to devise new draining methods with the economics of a farm, concerned over dollars and cents profits.

Those who work for a university must also recognize that for better or worse the educational process brings together two rather specialized types of people. On the one hand are the teachers who have had special training as intellectuals and who put a high value on intellectual accomplishments. In order to do their work they find it necessary to act as individuals, because each of them has come to believe that he has some special knowledge or skill which he should develop and communicate to other people. These characteristics tend to make him not exactly eccentric, but a person whose daily habits and whose attitudes, for example, towards privacy and quiet in his work, are different from those of most people. On the other hand the educational process involves students. At first sight they might seem to be ordinary, healthy young men and women. Yet they, too, have special characteristics. They are, shall we say, apprentice intellectuals. They have come to the university to develop their minds and skills. In coming to the university they have withdrawn from the normal stream of family and community life. They are thrown together in their thousands on the university campus, where they have, when the opportunity is right, the stimulus of educating and developing one another, and, when the opportunity is wrong, the handicap of mob excitement leading them to foolishness and



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violence. *If you work for a university, there is no point in complaining about the professors and students. They are, so to speak, the two chief facts of life.*

One view of the university might be that it is a place where the faculty, with the aid of the administrative officers and the staff, have the duty of providing for the needs of the students. These three, as we might call them, service-providing groups share in their different ways a common task, and the problem of status is to a high degree a problem of their relationships with one another. If these relationships are to be good, then each group must be satisfied with what it is doing and must understand something about the record and progress of the university as a whole.

We must, I think, recognize that there are difficulties in presenting to these groups from year to year a record of what the university is doing, arranged in such a way as to prove that it is doing well. Except for the number of students taught or graduated and the amount of funds raised, figures count for little because education cannot be measured in terms of volume and profit. This fact is not a handicap as far as the faculty and the administrative officers are concerned. They are close enough to the heart of the educational process, or to the services which support it, to know whether things are going well. But it is a handicap to the staff, to have to take on faith, year by year, the value of the university's work, without the picture of a rising production level or the occasional bonus, which proves to the industrial worker that he is working for a successful and expanding business.

If we look a little more closely

at the relationship of what I have called the service-providing groups within the university, we see that there is another important way in which the staff is separated from the faculty and the administrative officers. These two groups are thrown into contact with one another as equals in the course of their daily work and have full opportunity to estimate one another's worth. The faculty recognizes that administrative officials contribute to their welfare by raising the funds for their salaries and by performing vital services for them. The librarian administers the library which is vital for their teaching and research. The manager of purchases advises them on buying materials for their laboratories. Indeed the vital work of administrative officials in behalf of the faculty is acknowledged in many universities by giving them seats on the university faculty.

At the same time administrative officers have many opportunities for appreciating the work of members of the faculty. Most of these officers are university graduates — often of the university which they serve — and their own education has given them a point of view from which to judge and appreciate the accomplishments of individual professors. In addition, most of them are men and women who are making a career out of university administration; they know what a university should be and they understand that the university's position in the academic world depends to a high degree on the quality of its faculty. Faculty and administrative officers, in ordinary circumstances and under wise leadership at the hands of the university president, have no problem of status because they know

and respect one another and have faith in the ultimate purpose of the university.

And so we come at last, and a little late you may think, to the question of the staff and its status. I have taken this long and professional approach to the subject partly to cover up my ignorance with many words, and partly because for my own thinking it was necessary to consider the question of status within a university in its broadest terms. I hope that I have made the point that members of the staff are not alone in being concerned about status, and also that in my judgment a group is likely to regard its status as satisfactory if it understands what it is doing and if it believes that other groups appreciate the contribution it is making to the common good.

The most obvious way to demonstrate to the staff that its work is appreciated is, I judge, to give it reasonable economic reward for work done. Wages, hours, conditions of work, opportunities for advancement, and other ordinary direct and material benefits should conform to the accepted standards of the neighborhood. Such a practice would seem to be particularly appropriate for a university which should be an example, if not of openhandedness in dealing with its employees, at least of adhering to high standards of fair play, understanding, and tolerance. In addition, the personnel officer or other management official should explain to the staff that the economics of operating a university do not work in such a way as to provide for occasional bonanzas; that nevertheless universities are stable institutions, and that there is steady demand for what the universities provide in the way of edu-

cation and research, indeed, that over the next ten or twenty years the demand is likely to increase. This again would seem to be one of the elements of sound personnel practice. The next step is almost as obvious. Every effort should be made to treat members of the staff as persons who make a useful contribution to the work of the university. They are staff, yes. Individually they perform less important work than a professor or a superintendent of buildings and grounds; but they have every right to courtesy, consideration, and respect. When a new custodian of a building or a laboratory technician takes over his job, those with whom he will be working should be told who he is, what his duties are, who is to be his superior, and so forth. In short he should be introduced to them as a living person who is going to perform a service of value to them.

It is too much to suppose that the stenographer in the treasurer's office or the janitor in the poultry building will understand the work done by the professor of Chinese literature or of poultry genetics. But it would seem to me wise to assume that all members of the staff have a minimum interest in the university's intellectual and other achievements; consequently I believe that each university should have a house organ in which to describe the highlights of university life and to explain how the work of members of the staff contributed to these successes.

These are ways of dealing with staff which are commonly used in industry. There are others which are equally simple, such as organization of athletic and other recreational activities which would show the interest of the university in the welfare of the staff. Some of them

## THE STATUS OF NONACADEMIC EMPLOYEES

might be organized on a staff basis; others in such a way as to mix members of the staff with members of other groups.

There is another approach which might also be used; if it sounds unrealistic you must blame that on the fact that I am a professor. As a professor I am keenly aware that a university provides an extraordinary range of what I will call opportunities for pleasure, gay and grave, though the right term would be a broader one. Athletic events are the first thing that come to mind, but they are only a small part of the total program. There are popular concerts, plays, lectures, and movie shows to round out the list of entertainment. There are often adult education classes. There is the university library with its shelves devoted to contemporary best sellers. And moving still further in the direction of the serious, there are services in the university chapel. Members of the staff should be encouraged to believe that all these sources of pleasure, the light and the serious, are theirs to share in, that in these matters the university exists to serve them, as well as the student, the professor, and the administrative officer.

Finally, I would associate the staff with the educational work of the university by another simple step. In my experience members of the staff, whatever they may say about the conduct of individual professors and students, do, as a general rule, put a high value on university education. Many of them are parents who cannot afford to send their children to college. Their interest in the university might be deepened if the university in which they worked set

aside each year two or three competitive scholarships which would be available only to children of staff members. This would give new status to the group as a whole and would help individual staff members to understand that they were working for an institution in which their own children might benefit.

These are all the particular suggestions that come to mind for the moment. You, yourselves, may readily think of others. But the details are not as important as the general objectives towards which they point, namely, that the non-academic employee should be regarded by other groups as performing a valuable service, that his worth as an individual should be appreciated, and that it should be the wish of all that he believe that in working for a university he is not only performing a useful service to the country as a whole, but actually has opportunities for taking part in the life of an institution which is extraordinarily rich in the variety of means for self development and for obtaining pleasure which it offers.

One way — and it is only one — of ensuring satisfactory status to the nonacademic employee is to treat him as a person, a whole person of real worth. For the question of status is to a high degree a question of self respect, which is knowing that you are working for a worthy purpose, knowing that your work is well done, and having from time to time assurance from persons of other status with whom you are working that they value you as a person and see your work as contributing to the common goal.



**HERE WE ARE AT THE TENT  
Cornell University —**

**Front row, left to right:** Willers, Morris, Fogg, Marks, Glander, Elliott, Pedersen, Gantz, Harris, Sappenfield, Melville, Schendt, Woloson, Hartley, Tirmenstein, Wilson, McFarland, Kaiser, Myer, right: Jannasch, Kennedy, Dombrowsky, Botticelli, Swiger, Wordsworth, Berth, Olivet, Ford, S  
**left to right:** Russell, Ray, Hartz, Shingleton, Darr, Jackson, Ivens, Votava, Watson, Hansen, K  
**to right:** Evans, E., Unidentified, MacLean, Lott, Harper, Unidentified, Poore, Malcolm, Albrigh  
fied, Gillen, E. Clark, Wiant, C. Clark, Haley, Unidentified, Brower. (Ed. Note: This was a b  
we hear from you?)





# **FIFTH ANNUAL CONFERENCE**

**— August 5-8, 1956**

Harrison, Jenkins, Cooper, Weaver, Barrett, Wessell. Second row, left to right: Williams. Myers, Doderer, King, Mitchem, Edwards, Bjorling, Swanson, O'Brien. Third row, left to Ford, Shuckman, Slocum, Anderson, Unidentified, Fortunato, Ames, Unidentified. Fourth row, sen, Everett, LeBedoff, Asserson, Onderdonk, Trotter, Ewert, Morgan, Root. Back row, left bright, Reed, Jones, Dickason, Brooks, Gilroy, Unidentified, Weiss, Brown, W. Evans, Unidenti- as a big identification job! We hope you will forgive omissions and wrong identifications. May

## Other Conference Notes . . .

*Editor's Note: Space does not permit reprinting in full in this issue all of the papers presented at the Tenth Annual Conference. However, so that you may have a resumé of the excellent subject-matter presented, we are reprinting summaries prepared by our members. Further material will also be carried in the next issue of CUPA JOURNAL.*

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*"Human Relations and These Mortals," F. Alexander Magoun, Human Relations Specialist.*

*"Let's Tell the Family First," Max Elder, Director of Public Relations, Miami Valley Hospital.*

*"Something for You Besides Money," Daniel Rochford, Standard Oil Company of New Jersey.*

*As summarized by Nicholai Wessell, Associate Director of Personnel, Harvard University.*

Mr. Magoun gave an excellent presentation, drawing on his full life-time of experiences as an engineer and later as professor of human relations at M.I.T., stressing the need to avoid false pride, the chip-on-the-shoulder attitude, the fear of insufficiency and inadequacy in arriving at a full and sympathetic understanding of people and the true nature of their problems. His basic theme was **DON'T DOMINATE — LISTEN.**

Mr. Elder, speaking as a public Relations man, emphasized that good personnel administration meant good public relations and this in turn meant good communications with the employee's family as well as the individual employee. He pointed out the value to be

gained from letting the family know *first* ahead of the general public about things that would be of influence and of interest to the employee.

Mr. Rochford gave a very comprehensive picture of the elements which have been found to be essential in the comprehensive communications program now practiced by Standard Oil of New Jersey both at home and abroad. Among these elements are the basic forces of preservation of self, preservation of family and preservation of status, with communications flowing both ways between management and the work force. (See page 23 for our feelings on certain phases of communication.)

#### OTHER CONFERENCE NOTES

*"Status of the Nonacademic Employee"* as summarized by Charles T. Clark, Director of Classified Personnel, University of Texas.

The "Status of the Nonacademic Employee" might well have been the theme of the Tenth Annual Conference. The problem was referred to constantly in almost all of the talks and the discussions throughout the Conference.

The panel which gave its entire time to the discussion of this topic was chaired by Dr. J. L. Zwingle, Vice-President of Cornell University, and had as its members Dr. Frederick Marcham, Professor of English History at Cornell and Mr. Donald E. Dickason, Director of Nonacademic Personnel at the University of Illinois. It was an able panel, and it dealt with a timely and important subject.

(Ed. Note: Dr. Marcham's paper is to be found on pages 6-11 of this issue of the JOURNAL.)

Mr. Donald E. Dickason, who in addition to his position at the University of Illinois, is also the Executive Secretary of the College and University Personnel Association, was a natural choice to discuss the problem from the point of view of the nonacademic employee.

He set the stage for his discussion by pointing out that the very title of the panel is indicative of the problem. The term "non-academic" is one thought up by the faculty and its negative connotations set the stage for trouble. CUPA voted several years ago to use the term "staff" instead.

There are basic differences between the jobs to be done by the faculty and those to be done by the staff. We might as well recognize these differences and then look for a positive approach to the problem.

The status of the faculty mem-

ber is well defined. The professor reaches his privileged position by dint of much study and hard work. When he has attained that rank, he finds himself with a type of security and social prestige matched by few professions.

On the other hand, much progress has been made in recent years in the position of the staff employee. He knows where he stands in terms of salary, personnel policies, and in most schools he is served by a personnel director who is vitally concerned with his welfare. His pay during the last ten years has increased 80 per cent, while his cost of living has gone up only 53 per cent. He now has the power to be heard through his employee organizations.

One of the problems complicating the thinking of many people in this area stems from the fact that they think of the "staff" only in terms of the janitor or the secretary. Many members of the staff are highly trained technicians, administrators, and professional people, and they expect a status consistent with their education, training, and responsibilities. They do not want to be "lumped" with the janitors in the thinking of the faculty and the administration.

Mr. Dickason emphasized the problem which must be faced by colleges and universities during the next few years in handling the increasing student enrollment. The skills and abilities of the staff employees of these institutions must be used to the utmost to do the job ahead. The problems of scarcity of labor supply, the need for more money, and more union-

ization of employees must all be met. Joint action rather than conflict between the faculty and staff provides the only possible answer to the future.

The problem is a personnel problem. Personnel directors must use every tool at their command to keep personnel "personal"; to improve training programs; to in-

crease services to the staff; to review constantly the line and staff relationships of their organizations; and to improve in general their management techniques. Only in this way can the problem of "status" be satisfactorily handled and can the staff be motivated to carry out the objectives of the institutions of higher education.

*"Trends in Labor Relations and White Collar Unionization"* as summarized by Albert Sise, Personnel Officer, Massachusetts Institute of Technology.

*Members of the Panel:*

M. P. Catherwood, Dean of the New York School of Industrial and Labor Relations, Chairman

Morris Iushewitz, Secretary-Treasurer, New York City CIO Council

Ray Fortunato, Director of Employee Relations, Pennsylvania State University

James Bambrick, Jr., Labor Relations Specialist, National Industrial Conference Board

Chester Onderdonk, Personnel Director, New York University

Dean Catherwood, as chairman of the panel, in his introductory remarks, pointed out that the panel discussions would be in the general field of labor relations rather than strictly in the field of white-collar unionizations, as suggested by the title. He briefly remarked on the growth of unionization in recent years and the growth in the development of personnel administration (such as that represented at this Conference), which has been in response to the growth of unionization.

Mr. Iushewitz briefly reviewed the labor movement which began with the highly skilled workers in the craft unions and reached a total of about four million workers

in 1917. The total then shrunk to a minimum of 1.5 million in 1921. The great majority of this movement represented the organization of only the highly skilled craft workers. With the Roosevelt revolution came the organization of the workers of the mass-production industries, which reached a peak of sixteen million before the War. During the post-war recession it was thought that the membership of unions would shrink. However, this membership did not shrink; and it appears to have leveled off and reached a stable state of about sixteen million. The total membership is not growing at the present time, as these workers now appear to be a reasonably satisfied part



## OTHER CONFERENCE NOTES

of the whole economic system. This labor movement is a pragmatic movement and is not ideological in the sense that most union movements are in foreign countries. Labor in the United States moves in the direction of least resistance. In the world labor movement, American unions are known as business unions rather than ideological unions. They have gained great benefits for the large mass of workers.

Labor has successfully organized, first, the skilled craftsmen and, second, the mass-production workers. It now intends to organize the office workers. This is necessary because of the industrial revolution brought about by automation. This means a large shift of workers from the mass-production industries to the various service industries. Labor already has the beginnings of unionization of office workers. They have about 15,000 out of 700,000 department-store workers, and have a brand new union for government and state workers. Organization of office workers has begun at the top level, but has not as yet percolated down through the ranks. However, it should be emphasized that unionization of white-collar groups is essential because of the wide gap appearing between white-collar workers and industrial workers. Historically, democratic forces have not survived such a gap. When such gaps have not been closed, facism or other forms of dictatorship have engulfed the democratic processes.

How will these groups be organized? By the same methods as have been used in the past? Will there be resistance? Definitely yes, because the white-collar worker does not know what unionism really is. Unlike the industrial

worker, he does not want it. However, for the reasons outlined previously, the unions are definitely determined to organize white-collar workers. Management has the choice of resisting or welcoming this inevitable trend.

Present union members have no understanding of the great depression and can hardly believe it ever existed. The Communists have been waiting for us to repeat 1929 so that they can come to power. However, our economy has displayed an amazing resiliency which has fooled most of the world. In an expanding economy such as ours, trade unions play an essential part in preserving democracy. Historically, all dictators have suppressed unions or controlled them. The unions believe that unionization of white-collar workers is essential to the unions and to democracy as a whole.

*Mr. Fortunato:* A little less than two years ago, we at the Pennsylvania State University had the good fortune of having our employee relations program given the thorough scrutiny of a panel of three outstanding men. Out of that review came a program which has worked very well for us. It's a program which is short of collective bargaining and exclusive recognition of the union. We have referred to our program as "collective consultation." Not collective bargaining, but "*collective consultation.*"

It may be helpful to give some background information about the circumstances which led to this thorough scrutiny of our program of employee relations.

While the employees of the Pennsylvania State University are not state employees, they are considered public employees as defined by state statute. As such, they are

excluded from the provisions of both the National and the State Labor Relations Acts. However, P. L. 1183 was enacted several years ago to cover public employees. This is the only labor law which applies to our University employees. Here are some of the pertinent points of the law:

1. Public employees may not strike.

2. Public employees are permitted the right of expression of views, grievances, complaints or opinions on any matters related to conditions of employment. They may attend meetings, conferences, and hearings related to such matters.

3. Public employees may request the establishment of a panel to hear differences regarding working conditions.

Such panels are made up of three persons: one named by the aggrieved employees, one by the government agency involved, and the third is selected by the first two representatives. The decisions of such panels are not binding, but rather are recommendations to the head of the government agency involved. (In our case the Pennsylvania State University.) The government agency pays the entire expense of any panels set up under the law.

A union was formed at Penn State in 1942, and we have been "doing business" with unions ever since. When I say "doing business" I mean that the local union officers have represented individual employees at various steps of our grievance procedure and, from time to time the union has made policy recommendations. Also, the University policy revisions have been reviewed with the union in advance.

However, there was no fixed

time that policy changes were made. Under this arrangement the union was able to press constantly for changes of existing policies. It was, therefore, difficult to develop a program of stable policies.

Over the years, the union had many times requested that a collective bargaining agreement be formulated. The University, however, has refused these requests. So in the summer of 1954, the union requested that a panel be set up under the State law to resolve this question of collective bargaining.

The men chosen for the panel were outstanding in our opinion. The union chose Sidner G. Handler, legal counsel of the Pennsylvania Federation of Labor. The University chose Eric A. Walker, then Dean of the College of Engineering and Architecture. Dr. Walker has since been promoted to Vice-President of the University and even more recently has become President-elect succeeding Milton Eisenhower. The impartial arbitrator selected was Saul Wallen, a special lecturer at Harvard and President of the National Academy of Arbitrators.

The legal counsel of the University, Roy Wilkinson, presented the University's case in the basic issue of collective bargaining. Mr. Wilkinson's pertinent points were as follows:

1. University employees are public employees subject to P.L. 1183.

2. In Pennsylvania, public employees do not have the right to strike.

3. P.L. 1183 is the only labor statute in Pennsylvania which applies to public employees. While other states may have different types of laws, decisions in this

## OTHER CONFERENCE NOTES

case must be made in accordance with P.L. 1183.

4. Mr. Wilkinson continued by quoting Alexander Hamilton Fry, Professor of Labor Law at the University of Pennsylvania, in a book on "The Logic of Collective Bargaining and Arbitration," in which Mr. Fry said:

"There can be no collective bargaining as to the sale of labor without the right to strike and to lock out. Unless those available for work in a given bargaining unit are permitted to act in concert in refusing to work on the job or jobs involved in the bargaining unit, and unless the employer is permitted to withhold job opportunities from the members of the bargaining unit as a group, a bargaining condition as to labor relations cannot exist."

5. Mr. Wilkinson summarized by saying that in true collective bargaining, each party needs the weapon of being able to take economic action if his demands are not met. Since the employees may not strike by law, and the University has the public charge to remain open, the two weapons needed for true collective bargaining are not present.

After Mr. Wilkinson's presentation to the panel, a presentation was made by international union representatives. They cited many other public employee institutions such as the University of Illinois and the University of Minnesota at which agreements exist. They also suggested that since the area of labor relations policies for public employees is one in which there seems to be no uniform opinion, the legal aspect should be set aside and only the practical aspect of the question should be considered.

Mr. Wallen, the head of the panel, asked one basic question of

the union representatives. If, after considerable consultation on any particular problem, the University and the union would meet an impasse, what would the next step be? The answer given by the union representatives was that the solution would have to be up to the University.

After the panel hearings, a report was written by the panel and submitted to the Board of Trustees of the University and to the union. Both parties accepted the report of panel and have been guided by its provisions since that time.

The panel recommendations included an annual cycle of policy review. This annual review might be called collective consultation in its true sense and the panel did not recommend exclusive recognition. The panel also recommended a revised grievance procedure which would make the last step arbitration with the decision made by the arbitrator being final and binding rather than "a recommendation to the governmental agency" as stated in P.L. 1183. The panel also stated that arbitration proceedings should be on a share-the-cost basis rather than having the University pay all as stated in P.L. 1183.

Here's how the annual policy reviews work:

Between December 1 and December 15 each year the union (or any employee) submits in writing to the Director of Employee Relations any policy recommendations it wishes to make. The University also reviews with the union any policy changes it contemplates making. Several meetings are held on these recommendations to insure understanding.

Then, on February 1, having taken into consideration the recommendations of the union, the University submits to the union its

statement of suggested policies.

The union then has fifteen days to appeal to the Director of Employee Relations for any changes. Thereafter, if the union is still dissatisfied, it can request a final policy review meeting between a personal representative of the President of the University and the international president of the union or its legal counsel.

From here, the policies go to the Board of Trustees for approval or disapproval. If approved by the Board, the policies are made effective within thirty days and remain in effect for a year.

It's too early with our short experience to determine the future success of this program of collective consultation. However, we have held two annual policy reviews with the union since the report of panel was accepted by the Board of Trustees, and in our opinion, both reviews have been conducted smoothly. In both cases, there were policy revisions recommended by the union which were not accepted. In these cases, the University's Board of Trustees has had the final say, and the officers of the union have stated to me that they have felt that the union has had full opportunity to be heard in these matters.

Mr. Bambrick stated that white-collar unionization represents life or death for the union. However, the white-collar worker is hard to organize under good working conditions for the following reasons:

1. He instinctively aligns himself with management.
  2. He considers himself superior.
  3. He abhors violence.
  4. He does not necessarily want a career.
  5. He does not want to pay dues.
- What makes him subject to

unionization?

1. Usually discontent over earnings and particularly the present economic position of himself in relation to his blue-collar associate
2. Lack of sense of justice
3. Insecurity due mainly to poor handling of grievance procedure, or no grievance procedure
4. Lack of recognition; feels ignored

*Discontent over Earnings.* In 1929, the average white-collar worker got 28% more than the blue-collar worker. Now he gets 2% less. This difference in the college and university groups is even more pronounced. The present steel settlement gives the lowest-paid floor sweeper \$4,000 per year and the skilled worker \$8,000 per year and up. College salaries are often lower for professional and administrative groups. One glaring exception is the unionized groups at colleges and universities, who are usually very well paid. Part-time student help often working for pin money may pull down the rates for office workers.

*Tandem increases.* Today most people are in debt. The annual increases granted union groups just about puts the members' noses above water. Unions usually get general increases annually, whereas white-collar workers are treated as individuals. However, Ford gave blanket increases to 46,000 non-unionized office groups within eight hours after negotiating a union increase. The New York banks and insurance companies recently gave 8% across-the-board increases, in addition to other increases, which supposedly was to bring these groups in line with increases granted G. E. unionized groups since the War.



## OTHER CONFERENCE NOTES

*Telescoping or pulling up from the bottom.* Typists and stenographers have come up much faster than secretaries and administrative assistants. Similarly, lower-level engineers, faster than top level. In general, there used to be about a three-to-one ratio on the average between the lower levels and the top levels. This ratio has been cut down to less than two-to-one. Such telescoping causes dissatisfaction.

*Insecurity.* One large employer successfully resisted unionization of its office group to such an extent the union discontinued its efforts. They then laid off two clerks with twenty years' service, and the very next day the employees were begging the union to come in and represent them. Seniority systems do exist in non-unionized companies; and in many cases in writing. Office workers must have an appeal from petty tyrannies. Women say there is a no more tyrannical boss than a woman over other women. White-collar unions can establish written grievance procedures as do their brothers and sisters with blue collars. There are many written grievance procedures up to and including arbitration that cover non-unionized white-collar workers. In general, white-collar unions arrive when there are various deficiencies in management. Often this happens with extreme suddenness. Ten per cent of white-collar workers are now organized; but in some industries — such as Railway Express, Telephone, and Steel — about 70% are already organized. There are two predominant national unions:

1. *The United Office and Professional Workers.*
2. *Office Employees International Union.*

In general, office unions have found mailing rooms a good place to start. Also, when tabulation equipment and automation enters the office, these groups are comparatively easy to organize. One of the easiest introductory points is when management forgets to grant tandom increases.

*Professional Unions.* Largest and best known is Engineers and Scientists of America. Many professional people have joined because they did not want other types of unions and felt joining this group would prevent such groups from coming in. Also, certain professional associations have later become unions for professional people.

In summation, office groups tend not to unionize unless some of the foregoing conditions exist; but are often quick to unionize under such conditions. Four steps to keep office groups contented are:

1. A clear statement in writing of the duties of all employees
2. Equal compensation systems with blue-collar groups, and restoration of the former three-to-one differentiation between top and bottom as opposed to the two-to-one, or less, differentiation
3. A written seniority system
4. A written grievance procedure

*Mr. Onderdonk* predicts we will never see white-collar workers in colleges and universities unionized. He pointed out he is not anti-union, and has worked with them, and has no fear of them. New York University has five unions.

He predicted an increasing amount of unionization of maintenance workers, but no office unions for many years. He pointed out that office workers resist regimentation and feel a part of

management. They hold positions of confidence and consider themselves superior. Most university office employees are young trained girls not performing routine tasks. They usually work in small groups. They usually have job satisfaction, whereas it is job dissatisfaction that breeds unionization. N.Y.U. has been approached for recognition of office workers by certain groups. They have had a teachers' union in the past, and it was natural that this should spread to the office workers. Union organizers first used the tactics of manufactured grievances, and then stated that they had been chosen to represent the office workers. Mr. Onderdonk read a series of letters demonstrating the tactics which these particular unions used in an attempt to organize the office workers at N.Y.U., and also read the replies from the university.

Most universities have not increased office groups as rapidly as maintenance groups and technicians. Universities are likely to be the targets for white-collar unions, particularly the larger universities. It is predicted that these attempts will fail if the colleges give a fair shake of pay and fringe benefits to these groups.

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*"As We See the Personnel Function"*

Our closing session dealt with personnel administration as it appears to other persons in the College and university administration field. We were pleased to have the following representatives from other organizations participate in a vigorous panel, chaired by Donald E. Dickason: Julius Weinhold, Cornell, National Association of Physical Plant Administrators; Helen Amberg, National Associa-

tion of College Stores; Kurt Hertzfeld, Eastern Association of University Business Officers; Charles Harrel, American Association of College Registrars and Administrative Officers; Edgar Whitling, Association of College Unions; Roscoe Cate, Central Association of College and University Business Officers; and M. R. Shaw, Association of College and University Housing Officers.

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Other visitors at the Tenth Annual Conference included: Henry J. McFarland, Director, New York State Department of Civil Service, representing the Civil Service Assembly of the United States and Canada; Tom Edwards, Vice President, Teachers Insurance and Annuity Association; Herbert Brown, National Education Association.

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One of the highlights of the Conference was the presentation of the following Resolution honoring George Armstrong:

"To George Armstrong who contributed so much during our organizational years as Chairman of the By-Laws Committee, Vice-President for Membership, and President, and for his continued support throughout the years until his retirement we wish to present this Award of Appreciation. It has been mounted in the hope that George will want to hang it somewhere to remind him always of our friendship and debt of gratitude to him. Mr. President, it is the desire of the Resolutions Committee that this plaque and a copy of this Resolution be forwarded to George with our best wishes for a wonderful retirement and the hope that some year he may be able to meet with us again for old times sake."

## What Are Your Feelings?

The following questions were asked Conference personnel by Daniel Rochford, Advisor, Management-Employee Communication, Employee Relations Department, Standard Oil Company of New Jersey during his presentation on August 6. Each question was to be answered with a number, indicating degree of feeling. The scoring system was as follows:

- 4 means 100% ; Most Best, "Definitely Yes"
- 3 means 75% , Good, Very Likely
- 2 means 50% , Fair
- 1 means Poor (means "no vote")
- 0 means Bad

The averaged answers shown resulted from the ratings of those in attendance. Try your own answers against them!

1. Is World War III inevitable?	3.13
2. Will it result from the present trouble about the Suez Canal?	0.97
3. How is your boss getting along with his career progress?	3.17
4. What is the morale of the non-teaching employees at the university?	2.28
5. To what extent are you consulted about things that may affect your work before the decisions are adopted?	2.83
6. How well does the teaching group understand the extent and management of your problems?	1.74
7. How well does the student body understand the extent and management of your problems?	1.14
8. How well are you paid for what you do?	2.50
9. Should the Personnel Department be more used in the selection of teaching personnel?	1.19
10. How good a communicating job is your boss doing to you?	1.74
11. How good a communicating job are you doing to your boss?	1.73
12. How good a communicating job are you doing to your associates and subordinates?	1.60
13. How good is the state of communication between you and your wife?	1.51
14. To what extent does your job make use of your real abilities?	1.67
15. Do you have sufficient incentive to offer to get and keep the kind of employees you want?	1.36
16. How is your family getting along financially?	2.70
17. How is your family getting along in other ways?	3.02
18. How good a job is your university management doing in offering equal job and promotional opportunities to negroes?	2.42
19. Could the administrative organization setup and the management of your university be substantially improved?	2.61
20. How do you feel about your own career progress?	2.76

# NEWS, NOTES & QUOTES

University of Tampa, Tampa, Florida.

Dr. E. M. O'Byren, President, Manhattanville College of the Sacred Heart, Purchase, New York.

Dr. Alvin N. Rogness, President, Luther Theological Seminary, Minneapolis, Minnesota.

Sister M. Salvator, Director of Business Affairs, Xavier University of Louisiana, New Orleans, Louisiana.

J. K. Robertson, Treasurer, Trinity College, Hartford, Connecticut.

Robert E. Broadwell, Assistant to the Comptroller, Union Theological Seminary, New York.

Dr. G. L. Harrison, Langston University, Langston, Oklahoma.

Elna Birath, Business Manager, University of Texas, Dental Branch, Houston, Texas.

Sister M. John Francis, Mount Mary College, Milwaukee, Wisconsin.

Leonard H. Glander, Michigan State University, observed his tenth anniversary as Director of Personnel September 1, 1956. Members of the Personnel Center staff honored him with a luncheon and presented him with a gift.

Mr. Glander served as president of CUPA in 1954-1955; was vice-president in charge of CUPA NEWS in 1952 and 1953, during which time M.S.U. was host to the Midwest Conference, and is a past member of the CUPA Executive Board of Directors. He is author of an article, "How Should College Salary Scales Compare with Business and Industry," published in the May, 1955 edition of *The College And University Magazine*.

Mr. Glander was born in Owosso, Michigan. He was graduated by Michigan State University in 1946 with a B.A. degree from the School of Business and Public Service and became the University's first Director of Personnel in that year. Under his guidance, the Personnel Center has grown steadily, increasing its functions to include many phases of personnel relations in conjunction with the continuing growth of student enrollment and enlargement of the University's facilities.

After a lingering illness, *Wilson Pennington*, Comptroller of Newark College of Engineering, Newark, New Jersey, passed away on August 14. Mr. Pennington came to Newark on July 1, 1950, from Knox College, Galesburg, Illinois. He was an active and loyal member of the Metropolitan group of the NAEB.

Would you like a question and answer column? Here is a question received from *S. H. Millard*, Business Manager, Pratt Institute, New York: Are part-time employees entitled to paid vacations on a pro rata basis? (For example, half time secretarial workers who work half time throughout the year at a weekly rate). Let's hear from you.

On July 1 *Chester D. Onderdonk* became Director of Plant and Properties at New York University, with responsibility for the operation of the grounds and buildings at the eight University centers and for the operation of the University's investment real estate properties, as well as for the coordination of the University's expanding building construction program. Raymond W. Hendershot, formerly



## NEWS, NOTES & QUOTES

Bursar of New York University, became Director of Personnel on July 1 also.

*Director of Public Health Department wanted. City-County Unit, Des Moines, Iowa. Medical degree, with training and experience in public health. Salary open. Apply Personnel Office, Room 102, City Hall, Des Moines, Iowa.*

For your bookshelf: We recommend "*Manpower and Education*," Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1956. \$1.25 paper bound copy. On its opening page, this interesting and informative volume introduces its purpose: "An inescapable responsibility of a democracy is the unceasing cultivation of individual talents and capabilities — all the abilities of all its people. To that ideal of promoting individual development is today added an unusually pressing need for all the ability the nation can muster. The United States now finds itself in a situation in which the fullest possible development and use of all its resources of trained manpower is both more urgent and in some ways more difficult than it has ever been before in time of peace. With this problem American education is unavoidably involved and must be profoundly concerned. The fullest possible education of all Americans is the key to meeting manpower needs. This fact has prompted the Educational Policies Commission to prepare this report. . . ."

Part I of the volume reviews the salient features of the manpower situation in the United States as they have been shown by specialists in the field. Part II

suggests certain value criteria in terms of which the manpower situation should be approached. Part III traces some of the major implications in the situation for American schools and colleges; it presents the Commission's suggestions for educational policy in the light of the manpower situation.

*Don Anderson*, formerly on the staff of Chuck Clark at the University of Texas, has joined the staff of the Texas Medical Association.

*Wilmer D. Binkley*, formerly Personnel Director at the Medical Center of the University of Oklahoma, has joined the staff of the Personnel Office of the University of California in Berkeley.

President Jim Ewart has named a committee to organize a one-day mid-winter conference among the eastern institutions, similar to the one now operating in the Midwest. Named to the Committee are *Nicholai F. Wessell*, Harvard University, *George Fogg*, University of Maryland, *Robert Broadwell*, Union Theological Seminary, and *Elwood C. Clark*, Rutgers University, Chairman.

*George F. McGregor*, formerly with the Personnel Department of the University of California, has been named Associate Director of Nonacademic Personnel at the Chicago Professional Colleges of the University of Illinois, replacing *Paul A. Hartley*, who has become Director of Personnel at the University of Miami, Coral Gables, Florida.

New handbooks added to the files of the Association come from *F. B. Pettengill*, Assistant to the Comp-

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troller, Syracuse University. They may be borrowed from the Executive Secretary, Don Dickason. Their titles: "You and Your Job" (Custodial and Security Department); "Syracuse University Guard Handbook," (A Guide for the Security Department Personnel of Syracuse University); "On the Staff at Syracuse".

*George Armstrong* has asked us to use this means to express to all members of CUPA his pleasure and appreciation in receiving the resolution and plaque which the Association had prepared for him in recognition of his contributions to the early organization and development of CUPA and his services to the association. He wants all of us to know that he will cherish both of them always.

CUPA, of course, will always be grateful to George for what he has done for the organization. We are especially pleased to know that he is "feeling fit as a fiddle and enjoying the Florida sunshine," and that we can look forward to having him meet with us again when our Annual Conference is held at the University of Florida.

Meanwhile, George is at home at 1942 Scott Street, Hollywood, Florida.

President Ewart has appointed a Committee on Continuity and a Committee on a Pacific Coast Conference.

At the last Executive Committee meeting some of the problems the Association has experienced in continuity from year to year with the changing of the various officers and committees of our Association

### *Our Cover*

In 1910 the College of Technology moved from its crowded quarters in the center of Pasadena to a new campus of twenty-two acres on the southeastern edge of town. At the present time there are about 600 undergraduates, 425 graduate students, and a faculty of about 300.

Research and development work was carried on during World War II for the most part under non-profit contracts with the Federal Office of Scientific Research and Development. Since the war the energies of the Institute have been directed to research and teaching. In 1948 the Palomar Observatory and the 200-inch Hale telescope were dedicated.

And, of course, our Association President is Director of Personnel.

were considered. While many of the problems have been corrected by the recent changes in our By-Laws, there are others still to be solved. Therefore, Jim has appointed the following committee to study the matter: *Hedwig Anderson*, University of Minnesota, Chairman; *Len Glander*, Michigan State University; and *Arlyn Marks*, State University of Iowa.

In order to investigate possible interest in a Pacific Coast Area Conference of the Association, the following committee has been appointed: *Boynton S. Kaiser*, University of California, Chairman; *Miss Janet Hoit*, Occidental College; *Reginald Root*, University of Washington; and *Joseph Scroggs*, Stanford University.

# TENTATIVE PROGRAM OF THE ELEVENTH ANNUAL CONFERENCE—University of Colorado, Boulder

## *"Meeting the Challenge of Increased Enrollment"*

### Sunday, August 4, 1957

1:00 P.M. - 9:00 P.M. Registration, Libby Residence Hall  
6:30 P.M. - 8:30 P.M. Buffet Supper, South Terrace, U.M.C.  
8:30 P.M. - Greetings, Forum Room, University  
Memorial Center  
9:00 P.M. - Film, Forum Room

### Monday, August 5, 1957

8:00 A.M. - 9:00 A.M. Breakfast, Flagstaff Mountain  
9:30 A.M. - 10:30 A.M. Higher Education Looks Ahead (Speaker)  
Forum Room, University Memorial  
Center  
10:30 A.M. - 11:00 A.M. Coffee  
11:00 A.M. - 12:15 P.M. The Personnel Department's Responsi-  
bility (Panel)  
... to the Employee  
... to the Department  
... to the Administration  
12:15 P.M. - 2:00 P.M. Lunch (Persian Room) My Pride or My  
Problem (3 groups)  
2:15 P.M. - 3:15 P.M. Organizing for Effective Administration  
(Speaker)  
3:15 P.M. - 3:45 P.M. Coffee  
3:45 P.M. - 5:00 P.M. The Broad Concept of University Per-  
sonnel Administration (Panel)  
7:00 P.M. - Banquet, University Memorial Center Ball-  
room

### Tuesday, August 6, 1957

8:00 A.M. - 9:00 A.M. Breakfast, Libby Residence Hall  
*Maximum Personnel Utilization, Forum Room, U.M.C.*  
9:30 A.M. - 10:00 A.M. The Employment Interview  
10:00 A.M. - 10:30 A.M. A Basic Testing Program  
10:30 A.M. - 11:00 A.M. Coffee  
11:00 A.M. - 11:30 A.M. Job Classification  
11:30 A.M. - 12:00 Noon Job Placement  
12:00 Noon - 12:30 P.M. Employee Development  
12:30 P.M. - 2:00 P.M. Lunch (Persian Room, University Memo-  
rial Center) Analysis and Discussion of  
Morning Program (Consultant)  
2:15 P.M. - 9:00 P.M. Mountain Tour  
6:30 P.M. Dinner - Estes Park

### Wednesday, August 7, 1957

8:00 A.M. - 9:00 A.M. Breakfast, Libby Residence Hall  
9:00 A.M. - 10:00 A.M. Getting the Most Out of the Fringe Dollar  
(Speaker)  
10:00 A.M. - 11:00 A.M. Relating Staff Salaries to Faculty Salaries,  
Student Wages, Community Rates, Cost  
of Living (Panel)  
11:00 A.M. - 12:00 Noon Business Meeting  
12:15 P.M. - 2:00 P.M. Lunch (Persian Room - 3 groups)  
2:00 P.M. - 3:15 P.M. Continue 3 groups  
3:15 P.M. - Medical Center, Denver University Tour

